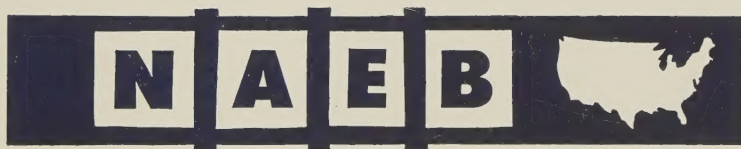
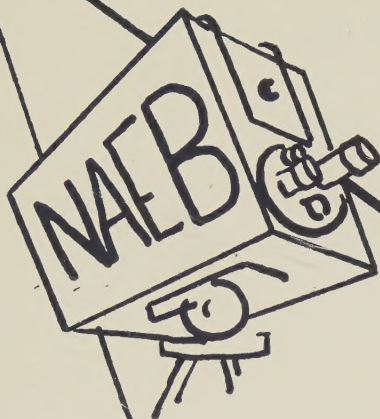



NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

# Newsletter



FEBRUARY 1956



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## TELEVISION AROUND THE WORLD

British television viewers are rapidly having their sets adapted for receiving the signals of the Independent Television Authority despite the cost which is about \$30 to convert each set. There are also unsubstantiated reports that the British Broadcasting Corporation may study the possible use of the 625-line continental TV system before it begins color television broadcasting. Along the coast of England, many people have purchased French television receivers in order to receive broadcasts that originate in France.

Approximately 400,000 people attended the Dusseldorf Television Fair and Exposition which featured television receivers, parts, antennas, radios, phonographs, radar, television transmitting equipment, and a complete working television studio which transmitted programs on the German network of 22 stations. At the present time, there are 180,000 TV receivers in Germany and 300,000 are expected to be in use by the end of 1956. There is talk among those in power in the German Broadcasting Authority that it may be necessary for German TV to go eventually to UHF and possibly commercial as well. An experimental UHF TV transmitter (low power) is in operation at the Bielstein Station in the Teutoburgerwald.

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There should be increased activity in the sale of television receivers in Italy in 1956. The Italian Network now extends from Turin and Milan all the way down to Rome, and very soon will be connected with Naples. Not long afterwards Sicily will be included. Eventually there will be 83 TV transmitters, 19 main stations, 16 secondary stations and 48 automatic satellites.

French TV is continuing to grow. The programs are improving materially, and there does not seem to be very much disposition to give up the 819-line system. As a matter of fact, in addition to the present transmitters at Lille, Strasbourg, and Paris, there will be transmitters at Lyons, Marseilles, Rouen, Rheims, Nice, Amiens, Dijon and Caen. These stations should be on the air in 1956. The headquarters of Radiodiffusion Francaise in Paris are just about as busy as those of the BBC and some of the large broadcasting corporations here in the States. At the present time there are about 100,000 television receivers in France.

Television in Belgium is rather complex. There are two transmitters - one in Brussels transmitting an 819-line picture but still electronically somewhat different from that of the French 819-line system, and the other in Antwerp transmitting on the 625-line system but here again somewhat different from the continental so-called CCIR 625-line system. The station in Brussels broadcasts in French and that in Antwerp in Flemish. The Belgians living on the border of the adjacent countries have to have receivers available to receive four different types of systems. It is interesting that at the TV and Radio Exposition in Brussels, many of the receivers had four point switches to switch from one system to another.

Sweden, while very much interested in television, has proceeded at a deliberate pace in getting well established. There is presently only a 500-watt experimental station at the Technical University of Stockholm which puts two-hour pictures on the air on Monday, Wednesday and Friday. Within a few months, a new 5 kw transmitter, locally manufactured, will go on the air from a tower outside of Stockholm with programs of 20 hours per week plus special events. Following this, another 5 kw station will go on the air in Gothenburg. Sweden will eventually have approximately 50 television stations because this is a relatively large country in spite of the fact that substantial areas are sparsely populated.

Eurovision, which was originally put into effect a year or so ago, is continuing to be interesting to the average European. Equipment to change the picture from one system to another has been perfected to such a degree that programs originating in one country are well received in others. Presently this group includes the following European countries: Denmark, United Kingdom, Holland, Belgium, West Germany, Switzerland, France, Italy, Luxembourg, and Sweden (in the near future).

(Excerpted from DuMont Dispatch)

A survey on television receivers throughout the world made by UNESCO last October and made available to the NAEB by Dr. Franklin Dunham, Chief of Radio-Television of the Department of Health, Education and Welfare, shows that the number of receivers ranges from 1 receiver in India to 36,180,000 in the United States. Second and third, respectively, in the number of television receivers are the United Kingdom with 4,624,000 and Canada with 1,407,000. The Asiatic country with the highest number of television receivers is Japan with 100,000. Africa has 2,500, Hawaii -- 71,000, and Brazil -- 120,000.



## HEADQUARTERS NEWS

### NAEB RESOLUTIONS SENT TO MEMBERS OF CONGRESS

Resolutions that were passed at the last NAEB Convention, urging the FCC to continue FM and TV reservations for educational purposes and asking that, if subscription TV becomes a reality, educational broadcasters be given an equal opportunity to participate, were sent to all Congressmen and Senators. Some of the replies received were as follows:

Senator Edward J. Thye (Minn.) "I am very much interested in establishing television stations for furthering education, and your Association is to be commended for the work it is doing to continue the reservation of television channels for educational purposes."

Senator Paul H. Douglas (Ill.) "I have a deep interest in all forms of educational media in our democracy, and I have taken the liberty of forwarding your resolutions to the Federal Communications Commissioner with the hope that he will give them his earnest consideration."

Senator Hubert F. Humphrey (Minn.) "Your Association deserves support in its work to establish television stations for use in furthering the educational objectives of our schools, universities, and community groups. You certainly can count on my support."

Congressman Charles B. Deane (N. Car.) "I certainly am in sympathy with the contents of your resolution, and you may assure your Association of my support in urging the FCC to take appropriate action in accordance with the suggestions contained in your resolutions."

Congressman Walter H. Judd (Minn.) "You don't have to sell me on the need for non-commercial educational television or on the necessity for protecting the future growth of this medium."

John E. Campbell, Secretary to Senator Lister Hill (Ala.) "...you may be sure he will continue to do all he can to help safeguard educational broadcasters' interests."

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### SCRIPTS WANTED!

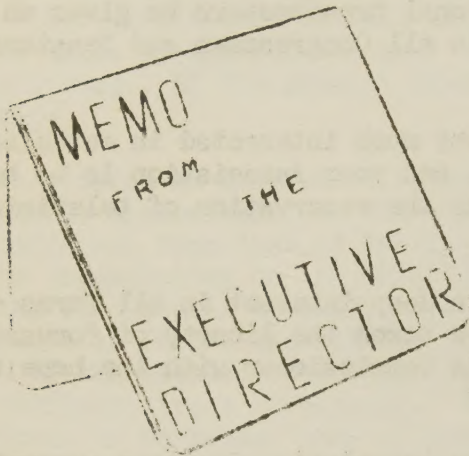
A request has been received from Mr. Irving Settler, editor of TOP TV SHOWS OF THE YEAR and author of TELEVISION ADVERTISING AND PRODUCTION HANDBOOK, for scripts of childrens' telecasts. Mr. Settler is planning to edit a book to be published September, 1956, which will contain complete or partial scripts of television programs produced for children between the ages of 6-13. Scripts to be submitted should be sent to Mr. Irving Settler, 69-12 223rd Street, Bayside 64, New York.



ARE YOU LISTED PROPERLY IN THE NAEB DIRECTORY?

NAEB Headquarters is in the process of publishing a new Directory of Members. If there is any information in the present Directory which is not correct, send the changes to Mrs. Janet Strandjord, 14 Gregory Hall, Urbana, Illinois by February 15.

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I have just received, forwarded by Robert Hudson of the Educational Television and Radio Center, the final reports on the BBC Further Education Experiment. By "further education" the BBC means what we usually designate as adult education. The thick stack of documents defies the kind of digest I would like to provide. However, I did find a few statements which I consider provocative enough to pass on to you.

For instance, in their study on THE LENGTH OF A TALK, the following summary statement is of interest: "The results showed that as the talk increased in length so the amount remembered thinned out, not only from the point where assimilation began to diminish but over the whole extent of the broadcast. The returns began to diminish seriously after 15 minutes. At 30 minutes the listener was approaching the point where the total amount of information conveyed by the talk did not increase as he heard more but in some cases actually decreased. The serious listener's own preference is for such talks to last for 30 minutes but very little longer."

From page 4 of this same study: "There is no evidence to show that the speaker tired as he went on or that the material became less interesting. Rather the contrary."

Among the materials used for these tests were Dr. Fred Hoyle's broadcasts on THE NATURE OF THE UNIVERSE, as well as a talk on China. In the case of the Hoyle broadcasts, "as for the China broadcasts, those who heard 15 minutes mostly wanted more and those who heard 45 minutes wanted less time, and 30 minutes proves to be the optimum for preference." (p. 9)

"(These talks) do show...that in the case of two talks the listening span for such (serious) listeners is about 30 minutes. At 45 minutes they are in danger of losing so much of the earlier material that they fail to make much sense of it. The whole 45 minutes of these two talks communicated only 30% to 60% more than was put over in the first 15 minutes, and in one case actually less than in 30 minutes. With highly concentrated material, as we had in the Hoyle talk, there was a collapse of intake after 30 minutes." (p. 12)



One of the interesting results of these studies was that listeners' "preferences seem slightly to exceed their capacity for understanding but, as our previous inquiries have often shown, the greatest interest is usually found in 'those who are only on the verge of understanding!'" (p. 13)

Another interesting statement: "Time after time it has been evident that to provide broadcasts on a topic known to command interest is ineffective unless the provision takes account of a specific educational level."

Generally it was found in this study that serializing a book stimulates its reading. This stimulation seems to be generally true of all reader classes. This stimulation further seems to lead listeners to read other books by the same authors.

In the report on the BBC's fourth experimental series entitled DOES IT MAKE SENSE TODAY?, we find additional interesting statements. "In the general public there is probably a slight decrease in learning ability with increasing age though it would vary considerably with occupation or general level of education." The study here being reviewed refers to Thorndyke's findings that ability to learn drops very, very slowly up to age 35, and somewhat more rapidly, but still very slowly, to 45 or later, the total decrement with age being put at about 10 to 15%. At this point I cannot fail to call attention to the amazing receptivity of adults as revealed by WQED course offerings, particularly to prisoners of the Pennsylvania State Prison System.

In the case of the studies in DOES IT MAKE SENSE TODAY? as much as 80% of the points covered in the broadcasts were retained for a considerable period. Broadcasting is apparently an effective medium for adult education.

As we approach the end of these studies we find the following statement: "There is a demand for simple informational talks appropriately presented... their educational subject need not be concerned." This conclusion goes on to point out the problem and necessity of devising ways of bridging the gap between what the expert believes to be simple and what can in fact be grasped by the audience. It also points out the extent to which prejudice is an obstacle to education or one's receptivity to persuasion.

Finally this study, particularly CLEARING THE GROUND, which was a series of controversial religious discussions, points out that it is doubtful whether discussion is the best way of getting information across. "Discussion technique was most criticized by those who were most anxious for information, and even those who enjoyed the experience of listening...added that they would have enjoyed it more if the terms used had been better defined...The evidence raises the question whether poor broadcasting--the projection of personality--can be combined with purposive broadcasting--the projection of ideas and information--without, to some degree, missing both targets."

Many of these studies which date from 1949 and '50 particularly, were originally devised for the use of the BBC only. The few observations and quotations given here suggest the care with which the BBC approaches the problems of broadcasting in the area of public affairs. If anyone is interested in going into these materials in greater depth, I'll be glad to make them available.



THANKS VERY MUCH (TO FOUR PEOPLE)

You may recall that in our last Newsletter, on page 5, we requested your reactions to various things. We were particularly interested to know what you thought of our reviews, of such things as our digest of the American Psychologist, of our reports of trips and so forth.

To date out of the several hundred members and recipients of the Newsletter we have four whole comments.

From Ray Cheydleur come, in part, the following comments.

"1) Digest of the American Psychologist --- we ordered it at once.

"2) Book reports --- have....become dependent upon you. (Helps us) decide what we want to add to our library.

"3) Reports of trips --- makes us count our own blessings --- that we don't have to make them and that we have an exec who has enough push to do as much as he does." (Thanks, Ray!)

From H. B. McCarthy: "Congratulations on the organization, readability, and content of the Newsletter for January and December! I am delighted, of course, about the return to conventional type. Also please register my approval of your participation and memoranda on conferences involving allied organizations."

From Benjamin Shimberg, Assistant to the President of the Educational Testing Service, "Incidentally, I thought you did a magnificent review of the American Psychologist -- one of the finest I've ever had the pleasure of reading. Even though I had read the articles, I found your summaries and comments worthwhile."

From Charles C. Williamson (TV Consultant, affiliate member, Greenwich, Conn.): "You ask in the January Newsletter for some expression of attitudes toward your activities on behalf of NAEB members. Everything you have to say about where you go, what you do, and what you read is followed by this one member with great profit and appreciation. Your book reviews and digests of reports give me a valuable check on my own evaluations. My only question is how you can do so admirably all that you manage to crowd into your busy days.

"Your work capacity being apparently unlimited, and your gracious willingness to help in all NAEB-related activities, such as those of the American Council for Better Broadcasts, having been so well demonstrated, I am now even though with a rather bad conscience, asking you to increase that heavy work load and serve as..."

Although all the above orchids are greatly appreciated, I'd like to call your attention to the fact that four out of several hundred don't make a very high batting average. Doesn't anyone else think anything about any of the things we're attempting?

How about the general lay-out of the NL (short for Newsletter)? Does anyone want a Bibliography? Or read the box-score? Or news of members? Or are we talking to ourselves?

LET US HEAR FROM YOU NOW AND THEN. It's powerful lonely when we don't even hear an echo.



P.S. Just at press time came a note from Stewart Howe, Vice-President of Illinois Institute of Technology and member of the NAEB Public Relations Policy Committee. Stew points out that I do not tell what the CNO (on which I report) is. Guess I've slipped on several like that. Here are a few recent ones used.

CNO stands for Council of National Organizations

AEA stands for Adult Education Association

ACPRA stands for American College Public Relations Association

NPAC stands for National Project in Agricultural Communications

TFAE stands for The Fund for Advancement of Education

FAE stands for Fund for Adult Education

ETRC stands for Educational Television and Radio Center

NL stands for NAEB Newsletter

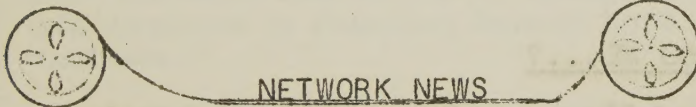
Incidentally, Stew and the Public Relations Committee generally have reacted often, and did make suggestions earlier which we carried in the NL. Our thanks to Stew, Jim Miles, Elmer Sulzer and the others who have given us the benefit of their thinking.

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Recently editors of midwest organizations belonging to the Council of National Organizations have been meeting monthly in Chicago to discuss mutual publication problems and to advise one another on possible methods of improving their publications. Associate Director Harold Hill has represented the NAEB at these meetings, and many of the recent changes in layout, format, type, etc., in the Newsletter have come about as a result of suggestions made at these meetings.

That editors experienced in publishing materials for national organizations believe forward strides have been made in the Newsletter is evidenced by this letter just received by Hill from Mrs. Ruth Pinkus, editor of B'nai B'rith's Women's World:

"Your January Newsletter came last week, and I just wanted to tell you that in my humble opinion, the new appearance compared to the old is as sunlight to the darkest night. I have been trying to make similar improvements, and your success cheers me on."



The NAEB Radio Network has announced ten new series of programs for broadcast over its member stations beginning April 1. The series come from four countries: Great Britain, France, Austria, and the United States. A fifth country, Canada, is represented by a previously announced series.

Austria is represented by a series of five half-hour musical programs called MUSICAL WALK, produced by the Austrian Broadcasting System.

From France come three series produced by the French Broadcasting System. They include a music series, VOICES OF FRANCE IN CHORUS SING; a series of FRANCE AT WORK; and a series of dramas in French, COMEDIE FRANCAISE.



Three new series produced by the British Broadcasting Corporation represent Great Britain. They are THE BBC THEATRE, thirteen semi-documentary and dramatic programs; and serializations of two novels, Dickens' MARTIN CHUZZLEWIT and George Eliot's THE MILL ON THE FLOSS.

The remaining three new series are provided by NAEB members. From station WNYC, New York City, comes a new Cooper Union Forum series, SOME PSYCHOLOGICAL PROBLEMS OF DAILY LIVING. THE CHILD BEYOND, produced by Radio House, University of Texas, on an NAEB Grant-in-Aid from the Educational Television and Radio Center, deals with the problems of exceptional children. TALES OF THE VALIANT, produced by Station WUOM, University of Michigan, on an ETRC-NAEB Grant-in-Aid, tells the dramatic stories of great national heroes outside of the English-speaking world.

Six previously announced and distributed series will be continued. They are: STORIES 'N STUFF (WILL), WINDOW ON THE WORLD (British Information Services), THE EVOLUTION OF JAZZ (WGBH), OVER THE BACK FENCE (CBC), FRENCH PRESS REVIEW (RDTF), and MUSIC IN THE MAKING (Millikin University - Grant-in-Aid).

#### WHAT ARE YOUR CALL LETTERS?

Once again, a reminder to members of the NAEB Radio Network: When you return your order form for the new program offering, please do not forget to fill in your station call letters.

#### QUERY

Would member stations be interested in receiving occasional tapes of programs or other matter for non-broadcast use, i.e. use on closed-circuit, in staff meetings, before local groups for public relation purposes, etc.? If you are interested in receiving such tapes -- will you please let the Network know? For example, we recently had one on WNAS from New Albany, which caught us with no real procedure set up to process or handle. Would such a service serve a real need? Of course, a charge of \$2.00 per reel would have to be made since this is not a part of normal Network operations.

For recent technical developments of the Network see Technical Tips by Mr. Cecil S. Bidlack, page 26.

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#### DEAR NAEB: WILL YOU PLEASE SEND ME...?

We thought our readers, and especially our members, might enjoy seeing examples of some of the rather unusual requests for help and information received periodically by the Headquarters' staff. While they frequently provide a laugh and a respite from routine, they do require at least as much thought and care to answer as does normal correspondence. Just a few examples:

"Would you please send us your views on the following topic? Resolved: That governmental subsidies should be granted according to need to high school graduates who qualify for additional training."

"Please send me your free booklets on communication. I would appreciate very much, if you would. Please send them right away....P.S. The reason I



am sending this letter is, in school we are studying different ways of communication. Thank you. Any booklets on any of the following: Mail, Radio, Radar, Newspaper, Telegraph, Telephone, Television, Cable."

"Could you please send me some information on education? Also include, if you can, something about Education in India on which I am asked to make a report."

"Please send me information on Motion Pictures Kinescope Recording for Educational T.V. and anything else you have on T.V., Radio & Pictures. The reason I am writing you is I have to make a booklet on Communication and pictures, T.V., and Radio are topics. I would appreciate it very much if you sent it to me right away."

### FEBRUARY TRIPS OF THE EXECUTIVE DIRECTOR



The Executive Director will be in New York on January 25-26 attending meetings of the Council of National Organization's Broadcasting Committee, to which he has been appointed a member. Chairman of this Committee is Gregor Ziemer.

While in New York he also hopes to confer on NAEB international program exchange plans with the Director of Austrian Information Service and with Seymour Siegel, chairman of the NAEB International Relations Committee.

The next four successive week-ends are taken up by committee meetings, much to Skornia's family's annoyance.

On January 28 Skornia will attend the NAEB Professional Advancement Committee meeting in Urbana to plan workshops, seminars, scholarships and related programs of personnel upgrading for the year.

Skornia will attend meetings of the Field Development Committee of the Adult Education Association in Chicago on Feb. 3-5. He was recently named to this committee by President Kenneth Benne. Per Stansland is Chairman of this committee.

On February 11, if all goes well, he will attend the NAEB Television Operation's Committee meeting in St. Louis. Cecil Bidlack and possibly Harold Hill are also expected to be in attendance. While he is there, if he makes it, there will also be other discussions with NAEB members in the area.

Skornia will be in Atlantic City on February 16-21 for a meeting of the American Association of School Administrators. While there, he will also represent Frank Schooley at a meeting of the Junior Town Meeting League. And he will also attend a meeting of the joint public relations committee of the Department of Audio-Visual Instruction.



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(Brief report, based on questionnaire sent to twenty-nine Kentucky broadcasters, asking their opinions about the training of students for radio work.)

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## GENERAL NEWS

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### CBC PLANS SECOND SCHOOL TV EXPERIMENT

The CBC's second experiment in classroom television has been scheduled for April and May of this year, with an estimated 500 schools taking part. All ten provincial departments of education have agreed to have their schools participate and will aid in the evaluation of the experiment, the CBC announced.

"This second project has been planned on more ambitious lines than that carried out in November, 1954," stated R. S. Lambert, CBC Supervisor of School Broadcasts. "The results of the first experiment showed that 95% of the participating teachers considered this medium to have valuable classroom possibilities. However, the limited number of programs (eight) produced on this occasion did not afford sufficient basis for establishing its full potentialities."

The experiment will comprise 15 programs varying in length from ten to thirty minutes. Subjects are based on suggestions of classroom teachers and programs will cover a variety of topics. Grades five and six can look forward to illustrations of map-making, episodes from the history of the Canadian fur trade, and information about the moon. Telecasts which cover high school interests for the first time, include an authentic re-enactment of the birth of Canadian Confederation and the evolution of the internal combustion engine.

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GOVERNOR HARRIMAN URGES ESTABLISHMENT OF ETV IN NEW YORK

Establishment of a "pilot television station for educational purposes" was proposed by Governor Averell Harriman in his January 4 message to the New York legislature. The station would be located in Albany "to serve as a demonstration, training and experimental station."

The Governor also proposed that "a unit should be established in the Education Department to operate the pilot station and prepare programs and other material for distribution through other television media. This unit should provide consultant services to private educational and other institutions interested in establishing closed circuit or other educational TV facilities." In proposing also that two experimental closed circuit systems be established, in one high school and one elementary school, the Governor said, "The acute shortage of teachers, which cannot possibly be met over the next few years through ordinary methods, can perhaps find a partial solution if teachers are enabled to expand the scope of their activities through closed circuit TV."

Although no cost estimates were given by Governor Harriman, his proposals were similar to those recommended by the Board of Regents of the University of the State of New York a month earlier (Newsletter, January, 1956, p. 11). The Regents proposed a total expenditure of \$975,000, divided as follows: \$450,000 for the Albany station; \$350,000 for a station in New York City, to be operated by the Metropolitan Educational Television Association; \$100,000 for the closed circuit experiment; and \$75,000 for establishment of an ETV unit in the State Education Department.

Significantly, the Governor did not specifically recommend that money be appropriated for the New York City station, but said, "I recommend that a system of financial aid be established to encourage communities to develop educational TV. Whenever a community is prepared to do so, under a plan approved by the Education Department, the State should stand ready to share in the expense. The localities themselves should operate such stations, either directly or through non-profit groups chartered under the Education Law, such as the Metropolitan Educational Television Association in New York City."

A week after Governor Harriman's message to the Legislature, an Education Department advisory committee recommended the appropriation of \$900,000 for establishment of a state-owned educational station, although no specific site was recommended.

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A condensed version of "People on the Move," from the WOSU series Unfinished Business, has been made available nationally to travelers' aid societies by the National Travelers Aid Association. The series was produced by WOSU, Ohio State University, under an NAEB Grant-in-Aid from the Educational Television and Radio Center and is now being distributed by the NAEB Radio Network. "People on the Move" tells the story of individuals and families who have migrated because of family difficulties, unemployment, etc. It tells of the problems they face and of the search for ways to help them through community aid. It emphasizes the growing problem in America of mobility of population.

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## WCET BEAMS TRAINING PROGRAMS TO INDUSTRIAL AUDIENCES

An educational TV station's struggle to stay alive has given rise to a new idea of dramatizing training programs beamed directly to industrial audiences. WCET of Cincinnati, forbidden by FCC regulations to sell air time, hopes to get 20 grants of \$2,500 each from participating companies.

The program dramatizes situations dealing with management, supervisory, or special training situations and beams it directly from the station's downtown studio to industrial audiences in plants scattered around the Cincinnati area. So far, about ten companies have agreed verbally to go along with the training-in-industry program although 31 of them gathered in the first week of November to watch a trial run.

According to Uberto T. Neely, general manager of WCET, the program has unlimited possibilities for training. Personnel can be taught to use a micrometer, run a lathe, read a blueprint and all with only one teacher on TV. Such training programs can be a great boon to smaller industrial establishments, who cannot hire specialists, thus cutting their costs tremendously.

(FCA Rushes, December 14, 1955)

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The Fund for Adult Education has received a grant for a five year period ending December 31, 1961 of \$17,500,000 from The Ford Foundation, Clarence Francis, Chairman of the Board of Directors of the Fund, announced January 18. The Fund, an independent organization established by The Ford Foundation in 1951, has as its purpose, "the expansion of opportunities for all adult men and women to continue their education throughout life." The Fund conceives its special task as that of supporting programs of liberal adult education.

Commenting on the grant, President C. Scott Fletcher said: "Recent years have seen an increasing stress on the importance of liberal education on the part of our educational institutions, business organizations, farm and labor groups and a wide variety of voluntary organizations. The new grant will be used to continue an even more concentrated program to help adults develop those powers of critical thinking and responsible action necessary for both successful personal life and good citizenship."

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## CONGRATULATIONS

The following message was sent, in the name of President Frank Schooley, for SESAC's 25th Anniversary issue.

"As the 31 year-old professional association of educational broadcasters, we offer our congratulations on the fine services you have provided many of our stations through the years. May the next 25 years bring you continued growth, prosperity and recognition."

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The office of the National Citizens Committee for Educational Television suspended operations on January 31, 1956. The NCCET was created in 1952 by the Fund for Adult Education as a temporary body primarily to assist in getting the first 25 noncommercial educational stations on the air. At the present, there are 19 stations in operation and 6 more in advanced construction. The Educational Television and Radio Center is taking over the functions of the NCCET. (January Newsletter, p. 13)

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An illuminated copy of the citation that the BBC received from the NAEB was presented to the BBC's Director-General in London, Sir Ian Jacob, by the cultural attache of the United States Embassy in London. A story concerning the citation was published in the BBC London Letter.

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The St. Louis Educational Television Commission has put out their annual report. This report covers the past history of educational television station KETC, including both programming and financial. The future of the station is briefly outlined.

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According to Senator Edward Thye of Minnesota, the Federal Communications Commission plans no change in Channel 2, now reserved for educational television in the St. Paul-Minneapolis area. Thye recently protested to the commission against a rumored change of Channel 2 from educational to commercial use. Chairman George M. McConaughy of the Commission wrote Thye saying no such change is now contemplated.

(Associated Press, December 24)

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The NAEB Newsletter reaches further in its influence than just the continental United States. For example, "Rassegna Settimanale Della Stampa Radio ETV Estera," the publication of Radiotelevision Italiana has been carrying in most of its issues reprints of news and articles from the NAEB Newsletter.

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We have had several inquiries as to where Television and Tele-Clubs in Rural Communities: An Experiment in France (by Roger Louis and Joseph Rovin, published by the Department of Mass Communication of UNESCO) might be obtained. This pamphlet, which was reviewed in the January issue of the Newsletter, may be had for 40¢ from the Columbia University Press, 2960 Broadway, New York 27, New York.

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Please send all information to be used in the Newsletter to Mrs. Janet Strandjord before the 20th of the month.



## FEATURES

THEY THOUGHT THEY WERE FREE: THE  
GERMANS 1933-45. MILTON MAYER  
(THE UNIVERSITY OF CHICAGO PRESS,  
CHICAGO, 1955. 346 pp. \$4.75.)

EDITOR'S NOTE: IT WILL BE REMEM-  
BERED THAT MILTON MAYER WAS DIREC-  
TOR OF THE FAE-FINANCED NAEB VOICES  
OF EUROPE SEVERAL YEARS AGO.



One reason why this reviewer is so enthusiastic about the first part of this book, particularly, is that this is so much the book which the reviewer himself might have written (if he had been a writer, and if he hadn't been so busy) as a result of his experience in conducting student tours of Germany in pre-war Hitler days, and subsequent consultant and foreign service experience in Germany and Austria between 1948 and 1953.

This book takes as its point of departure the reasoning of ten German citizens who, during the War, were Nazis. These people were interviewed and lived with by Milton Mayer as a part of his research while he was on the visiting faculty of the Institute for Social Research at Frankfurt University in Frankfurt, Germany during the reconstruction and occupation period following the last war. These individuals were ten "little men," all of whom became Nazis and none of whom ever seemed during Nazi days to feel that Nazism was either unduly cruel, unduly repressive, or in any way un-German.

"They did not know between 1933 and 1945 that it was evil. And they do not know it now. None of them ever knew, or now knows, Nazism as we knew it and know it; and they lived under it, served it, and, indeed made it...As we know Nazism, it was a naked, total tyranny which degraded its adherents and enslaved its opponents and adherents alike...these...ordinary Germans knew it absolutely otherwise, and they still know it otherwise...None of them ever heard anything bad about the Nazi regime, except as they believed, from Germany's enemies, and Germany's enemies were theirs....The best time of their lives. There were wonderful ten-dollar holiday trips for the family in the 'Strength Through Joy Program'...and in Kronenberg 'nobody' went cold. Nobody went hungry. Nobody went ill and uncared for. There were horrors...but these were advertised nowhere, reached 'nobody.' Once in a while a single crusading sensation-mongering newspaper in America exposes the in-human conditions of the local county jail; there were (no such newspapers) in Germany. There was sometimes some sort of trouble on the streets of Kronenberg as Jews were picked up. You and I leave such trouble on the streets to the police; so did my friends in Kronenberg."



Mr. Mayer, who at last report was in Sweden waiting for a visa for a trip into Russia, points out that there were two truths about Germany in Nazi days: the truth which the people saw and objective truth which included executions and other such things, although in less exaggerated form than appeared to people further away (just as our race problem in America is greatly exaggerated abroad for purposes of politics and world pressures today). He points out that the Nazi was blared at by posters, newspapers, radio and public address systems "(as who isn't, for one purpose or another?), but he was let alone."

He encountered a few civil servants in Kronenberg who had never joined the Party and had not been bothered; they were the kind who "never joined anything." In other cases people who joined the Party were not necessarily Nazis but were "joiners," the sort of person who is always in the vanguard of civic activities, local drives and other community projects.

Anti-Semitism, says Mr. Mayer, himself Jewish, did not originate with the Nazis; just as we now find signs in the American Deep South, as a part of our segregation, long before 1933 similar manifestations of Anti-Semitism existed. Nazism only capitalized on and exaggerated it.

Mr. Mayer points out by analyzing each of the ten people why each was prevented, at each successive step in Nazification, from saying no. One day you found that the Fire Department was overnight incorporated into the SS. Were you to quit your job and be unable to keep your family? Others were people whose past was not too savory, and who did not want the Party to give them the thorough investigation which suspicion would arouse. Others would try to resist, and found that only after joining the Party would promotions come, and respect and satisfaction. Over and over again Mayer's friends refer to these years as the best time of their lives. "This might be, I suppose, pro-Nazi, propaganda. It is also a fact insofar as men's attitudes are facts and decisive facts. No Occupation could make--or had made--anti-Nazis out of my friends....Men who did not know that they were slaves do not know that they have been freed...None of my ten friends, even today, ascribes moral evil to Hitler, although most of them think (after the fact) that he made fatal strategic mistakes...Adolf Hitler was good for Germany--in my friends' view--up until 1943, 1941, or 1939, depending upon the individual's assessment of his strategy." The lessons Milton Mayer learned in this experience, as well as in his VOICES OF EUROPE series for the NAEB, goes far towards answering impatient Americans' questions about what kind of help we could or can expect if and when we try to free people from their own tyrannical government.

Mayer points out that none of these Nazis "knew" that evil was going on or that Nazism itself was evil during this period. He defines "knowing" as knowledge, binding knowledge, instead of the rumors or hearsay which they heard. Most of the remarks they heard about concentration camps and such activities were labeled by their government as enemy propaganda. When the War came it did not matter which you were since when one's country is fighting for its life, Nazis and non-Nazis alike fight fire and enemies with the same fervor.

Each of these people found that the episode on which they could take a stand on Nazism was always so complicated that a simple decision, as a basis for a stand, was never possible. Analogies included the failure of many American citizens to act when 112,000 fellow Americans of Japanese descent on the West Coast were seized without warrant after Pearl Harbor, and sent without due process of law to re-settlement centers. Mr. Mayer presents comparison to



show how we, even like the Nazis, fail to stop when we see a brawl on the streets or a segregation sign in the South or any other encroachment on democratic liberties---unless it affects us. "Don't see the dog beating on the street or the wife-beating or the Jew beating or anything. You have your own troubles." Pastor Niemoller was quoted as saying that "When the Nazis attacked the Communists he was a little uneasy, but after all he was not a Communist so he did nothing; and then they attacked the Socialists, and he was a little uneasier, but well, he was not a Socialist and he did nothing; and then the schools, the press, the Jews, and so on, and he was always uneasier, but still he did nothing. And then they attacked the church and he was a church man, and he did something--but then it was too late."

So in such small population segments that they could never be rallied together into an objecting force, the people of Germany slipped into Nazism, barely without knowing it.

Mayer points out that the entire "extermination" program was directed without written orders. He explains the teacher's viewpoint that he teaches what he is told or trained to teach, whether in a Nazi or Communist country, or even largely in the U.S. He is asked by one of his interviewees what he did about the West Coast deportation of Japanese Americans. Or what has he individually done about lynchings? The analogy reveals how much less simple the guilt of the Germans was than it appears to many people. And why many of them had trouble feeling as guilty as we thought they should, after the war. He mentions that just as lines of march were crowded with "spontaneous" audiences and applause in Nazi days, government workers in Washington are given half-day holidays to swell the crowds that line the capital's streets whenever the occasion justifies. Particularly if you're a civil servant, within X-number of years of retirement, with an investment in security, you're going to do what your employer or supervisor tells you, regardless of what philosophy prevails at the time. Such is the reply of Mayer's Nazi friends, who probably would have been his executioners if he had been in Germany during the War.

For purposes of clarifying the differences between Nazis and anti-Nazis, Mayer points out that many people in Germany who now are given credit or preference for always having been anti-Nazis were in some cases only non-joiners of anything or fence-sitters who never really resist anything either. "As some men joined for good, bad or no reasons, so some men, for good reasons, bad reasons, or no reasons at all did not join...Some of the heroes (these people who are now taking credit for being anti-Nazis) weren't Nazis because of the sixty cents a month dues and for no other reason."

Since this is intended only as a review this reviewer will stop at this point. Subsequent chapters point out how Nazism was touted as the only specifically anti-Communist party in the early days, the only way to resist, and show your resistance to, Communism, so that those who became Nazis at first sometimes thought that this was the way to register their anti-Communism. The analogy with recent McCarthyism could not be plainer. The way in which Nazism played on the non-intellectual virtues of patriotism, loyalty, duty, purity, blood, folkishness, and so forth made powerful attractions for a people which did not have the background or education to make them more discriminating, and who, following the Weimar Republic in its floundering efforts, which remind one somewhat of France today, did not have the democratic tradition or channels for expressing democratic ideals even if they had them.



The great objectivity of Milton Mayer is one of the amazing things about this book. Even though the present reviewer does not agree with all the implications of Milton Mayer's later chapters, all in all this book is a deep and probing diagnosis and description of the soul of a people. And the picture is not pretty. Nor is it flattering to us concerning our success as educators of Nazis, or as diplomats. It is a good book for those who feel themselves becoming a little smug, even about what broadcasting can do to inform and or educate people.

NOTE: I'm interested in the extent to which such reviews as this have any value or influence. Are any of you ever influenced to read, buy, or not buy books or articles as a result of such a review? Or is this something I could better not waste time on? Generally these have been planned as teasers (provocative) rather than digests (satisfying) for books I think NAEbers should be familiar with. Any reactions?

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Educators and educational broadcasters should be interested in an article, "Get Ready for Classroom Television," by Lawrence H. Conrad which was printed in Bulletin #34 of the European Broadcasting Union. The article explains some of the research that has been done in televising lessons into the classroom. The experiment that was most thoroughly examined was a series for the fifth grade on "The Pioneer in American Life" presented by Montclair College. Using six excellent fifth grade teachers to present the material, the series ran for two weeks with thirteen schools in two different towns participating in the experiment. A 26-page booklet was prepared and distributed among the classroom teachers with suggestions of how to set up the lesson to be viewed on television and how to conclude it after the television portion was over. Generally, it was felt that the experiment worked quite well, with the students absorbing more material than would have been possible if each of the individual teachers had to prepare the material for teaching. Instead, the classroom teacher could devote her time to helping the students to understand the lesson and to apply it. Copies of this article are available from Mr. Lawrence Conrad, State Teachers College, Montclair, New Jersey. Please enclose a stamped return envelope.

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\* BOX \*  
\* TOTAL TV STATIONS 462 (VHF-356; UHF-106): \*  
\* INCLUDES 19 NON-COMMERCIAL TV STATIONS \*  
\* (5 UHF) \*  
\* \* \* \* \*

\* SCORE \*  
\* TOTAL AM STATIONS 2798 (INCLUDES 34 NON-COMMERCIAL) \*  
\* \* \* \* \*

\* \* \* \* \*  
\* TOTAL FM STATIONS 623 (INCLUDES 132 NON-COMMERCIAL) \*  
\* \* \* \* \*

\* (EXCERPTED FROM \*  
\* TELEVISION DIGEST ) \*  
\* \* \* \* \*

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## SCHOLARSHIPS AND WORKSHOPS

Competition is open for an award given by the Germanistic Society of America and for other fellowships for German study. In addition to the Germanistic Society grant to be given a future teacher of German, two fellowships are being offered by the Free University of Berlin, ten by the Deutscher Akademischer Austauschdienst, and four by other schools and organizations in Germany. These awards are open to American graduate students for study in Germany during 1956-57. March 1, 1956, is the closing date for applications.

Successful applicants for the German awards will need to provide funds for international and vacation travel and for incidental expenses. Applicants may, if eligible, apply for Fulbright travel grants to cover the costs of international travel.

The German competitions are open to men and women between the ages of 20 and 35. Because of the housing shortage successful candidates will not be allowed to take dependents with them. Candidates must be U.S. citizens. Other eligibility requirements are: a bachelor's degree by the time of departure; a good command of the German language; a good academic record and capacity for independent study; good character, personality and adaptability; and good health. Information on the German awards may be obtained from the Institute of International Education, 1 East 67th Street, New York City.

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### DO YOU WANT A LIST OF 1956 SPECIAL SUMMER WORKSHOPS AND/OR SUMMER SESSIONS DEALING WITH RADIO AND TELEVISION?

So do a lot of other people, and Headquarters is attempting to compile such a list. However, we cannot do this unless we have correct information on what your institution is doing this summer. Specifically, here is what we need: (1) Dates of your Special Workshop and/or Summer Session; (2) The Specific Topics or Subjects to be taught. We plan to distribute this list with the April Newsletter. Therefore, THE DEADLINE FOR RECEIPT OF INFORMATION IS MARCH 15, 1956. Do not be left out. Send your information to Headquarters now.

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The School District of Philadelphia will hold a radio workshop this summer, according to word received from Miss Martha Gable, Director of Radio and Television Education. The workshop will be divided into three sections: 1) A section for teachers on production utilization and evaluation of educational programs and their use in and out of classrooms; 2) A section for students who wish to make a career of radio and television in either production or acting; 3) A section for teachers and parents whose talents might be used in preparation of programs. Although we do not have specific information on this, Miss Gable adds, "We open up ten scholarships in each section for outsiders and charge no fee for these." Anyone desiring more information should write to Miss Gable at Parkway and Twenty-First Street, Philadelphia 3, Pennsylvania.

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The National Training Laboratories of the National Education Association has announced its Tenth Annual Summer National Training Laboratory in Group Development, to be held at Gould Academy, Bethel, Maine. There will be two 3-week summer laboratory sessions with the first starting June 17 and ending July 6 and the second beginning July 22 and completed on August 10. There will be 125 people chosen to attend each of the sessions. This year, the emphasis will be placed on ways of improving both intra-group and intergroup relations. It was also announced that a select group of 15 persons will be admitted to a separate program for "training of trainers," which has been a special part of the work of the NTL for the past three years. For further information, write to Mrs. Aileen Waldie, NTL, 1201 - 16th Street, N.W., Washington 6, D. C.

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## AWARDS

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Three network television programs, three motion picture films, two network radio programs, one television station and one radio station received the first National Mass Media Awards of the Thomas Alva Edison Foundation on December 13. Thirty-eight national organizations selected the winners, who were presented at a dinner at the Waldorf-Astoria Hotel as part of the Edison Foundation's program for improving the quality of the mass media, particularly as they affect juvenile audiences and interest boys and girls in science.

\*\*\*

The Fund for the Republic, Inc. is offering The Robert E. Sherwood Awards for television programs dealing with liberty and freedom. The awards are divided into three classes, Network documentary, Network drama, and the best production of either type by an independent station. Nominations for the award may be made by anyone. Any program telecast on any commercial station in the United States and its territories between October 1, 1955 and May 31, 1956 is eligible. For further information contact the Fund for the Republic, Inc., 60 East 42nd Street, New York 17, New York.

\*\*\*

Now is not too early to plan on entries for the Prix Italia. This year we're on the jury for drama. Therefore, entries can be in

MUSIC (in which Brant's December won first place this year)

DOCUMENTARY (which CBC this year won with bird-call recordings. These should be authentic (not "staged") "actualities," to qualify.)

We've now proved we can win. Let's get good entries in again this year. Rules are as for previous years, as sent you each year. And for details of dates, etc., contact Sy Siegel.



## NEWS OF MEMBERS



### GENERAL

Michigan's first educational television station, WKAR-TV, Michigan State University, reached its second anniversary on January 15. During its first two years of operation WKAR-TV has presented daily program schedules ranging from telecourses to sports and entertainment.

Its other programs include news and special events, information about many phases of agriculture and the home, and dramatic and music productions. In its weekly schedule of more than 30 hours, about 62 per cent of the station's air time is presented live.

To celebrate, a one-hour "Anniversary Party" was presented January 20 with highlights of the first two years' operation of WKAR-TV. A special feature of the program was the presentation of awards to campus and off-campus agencies cooperating with the station during the past two years.

\*\*\*

KQED, The Bay Area's noncommercial, community television station, has an audience of 266,000 homes, it was revealed December 16 following completion of the first audience survey made by the station.

The survey pointed out that KQED has penetrated more than half of the 660,000 TV homes with telephones in the eight survey counties. One-fifth or 129,000 homes were reported as the basic audience, since this group could name without prompting one or more KQED programs. Another large fifth, 137,000 homes, reported that they or some member of their family has watched KQED. A third group, more than one-tenth, knew about and approved KQED and indicated they would like to watch programs but that they could not get the signal. Less than one-half said they had never watched KQED.

\*\*\*

The Division of Radio and Television of the Chicago Public Schools has been granted an additional \$45,000 in its 1956 budget for in-school television experimentation. This sum may be expended for facilities or for personnel.

It is hoped to produce almost immediately a group of short series consisting of three or four programs in different subject areas and at different grade levels for evaluation by those schools equipped to receive TV. In a series of three science programs, one might be direct teaching; another, purely supplementary; and the third program might be a group of students interviewing an outstanding scientist. This teacher-evaluation of programs and techniques may well dictate the format of the programs and the approach to the subject for a thirteen or sixteen-week series in the fall.



It is planned that many of these in-school broadcasts will originate in the TV studios of the Radio-TV Council, which are equipped with two standard RCA television cameras and complete lighting equipment, and be micro-waved to the transmitter of Station WTTW. Other programs may be filmed in classrooms or on location. The Division is equipped with Auricon sound and Bolex silent cameras.

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#### PERSONNEL

Miss Marguerite Farley has been appointed to the Radio-Television Staff of the Philadelphia Public Schools. Miss Farley formerly was a teacher at the William Penn High School for Girls. She is a graduate of Chestnut Hill College. She has been serving with the Radio-Television Staff as a substitute replacing Miss Gertrude Novokofsky.

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Beginning February 1, 1956 the Radio-Television Staff of the Philadelphia Public Schools will be promoted to the status of supervisors. This means that they will assume increased responsibilities in time and service and they will be placed on a higher salary level. This change of status indicates the attitude of the Board of Education toward Radio and Television Education as a part of the school program.

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#### PROGRAMS

KUON-TV, University of Nebraska, has just issued a report on an unusual series of programs broadcast last summer. Tuesday, June 14, 1955, viewers of KUON-TV saw on their screens the beginning of a new series of programs--Lip-reading. Every Tuesday and Thursday thereafter, these viewers watched the following information roll off the television screen:

"You are now going to see an unusual half hour of television instruction--unusual because many persons watching are unable to hear the sound portion. Visual representation of words must be used extensively to aid them. Others who hear perfectly will find the course a help in conversation, especially in high noise situations. To the deaf, lipreading is indispensable."

By August 4th, a series of sixteen half hour lipreading lessons had been telecast. The experiment, devised to aid the deaf and hard of hearing, was presented by station KUON-TV and was produced in cooperation with the Speech and Hearing Laboratories and the Extension Division of the University of Nebraska.

During January, KUON-TV presented the fourth in a series of TV short courses for industry in cooperation with the University of Nebraska Extension Division. Consisting of five 30-minute programs, broadcast Monday through Friday, the short course was entitled "Statistical Quality Control" and explained how such



control is a useful tool for the diagnosis and correction of many production troubles. These televised short courses have received considerable attention not only from Lincoln industries and businesses but also from businesses throughout the state.

\*\*\*

The Adult Education Program of Texas Technological College, in cooperation with the Lubbock Community Planning Council, has adapted the CBS "The People Act" format for use in a series of programs aired over Station KFYO, Lubbock. In three of the programs the CBS recordings were used, omitting the closing reference to The People Act Center at State College, Pennsylvania, with the addition of six-minute local follow-ups briefly examining action on local needs related to those presented in the recorded portion. Three of the programs were "all-Lubbock" productions using the tape recording techniques of the original series. It is anticipated that the recorded local programs may be used in other localities in the region as a basis for local exploration of various areas of concern.

The Adult Education Program is also broadcasting the NAEB series, "People Under Communism" over Station KFYO.

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The Indiana University Radio and Television Service, in collaboration with the I.U. School of Music, has been presenting complete operas over WTTV, Bloomington, for more than two years. Some of those operas which have been presented are "The Bartered Bride," "The Ruby," and "The Magic Flute." In March there will be a telecast of "The Marriage of Figaro" and plans are being made to telecast some contemporary operatic work in May.

\*\*\*

"The Fifth Stone," an outstanding, award-winning film series that presents the story of Britain's fight against Hitler and his Axis forces during World War II, began on WQED, Pittsburgh, on January 5. These hour long films, produced by the British Information Service, won Academy Awards as the best documentary films produced during that period.

The distinguished American poet, Robert Frost, was recently in Pittsburgh for a series of special programs telecast over WQED. Station Manager John White announced that a grant for special talent made to Channel 13 by the A. W. Mellon Educational and Charitable Trust made it possible to bring the eighty year old poet to its viewers. This unique project was the first use the station has made of this special gift.

Local actors and writers will have an opportunity to air their talents on a new experimental television stage, "Theater EX," which opened on WQED, January 4. The series is designed to show that small television stations can do dramatic productions successfully with community participation. John Ziegler, Program Manager, who is coordinating the dramatic productions pointed out, "We are not primarily interested in entertaining home audiences with professional dramatic productions, but in giving local people experience in acting, writing and television dramatic production."

"Figure It Out!" That's the title of a new series of in-school television programs now being offered over WHA-TV, University of Wisconsin. It is an experimental project in which Madison-area schools are participating.

The programs are designed to stimulate interest in numbers and to show how they have developed through the centuries. Included are programs dealing with Egyptian number pictures, Greek number letters, Roman numerals, Hindu-Arabic numbers, matching-counting-computation, measurements, fractions, and number fun.

\*\*\*

Travel to the moon was depicted January 13 on WGBH-TV's Discovery. The program was designed to answer such questions as: Is such a trip possible? What preparations have to be made? How long will it take? Once there, what can we expect to find?

\*\*\*

WNYE, New York Board of Education station, is presenting a weekly program entitled "Book Detective" as one segment of TV station WABD's Sunday afternoon three-hour program, WONDERAMA. "Book Detectives" is designed to encourage and stimulate an active interest in book reading among young viewers and is aimed at the 8-14 year age group. Its basic format will be a quiz game featuring two teams of New York City children. By means of pantomime, songs, dance charades and dramatizations, the youngsters will present puzzlers to each other - and those at home - in specific areas of children's literature.

\*\*\*

A series of television programs designed to help young people choose a career began January 9 on WKAR-TV, the Michigan State University station. Titled "If I were 17," the programs discussed various careers with leaders from the field present on the programs to answer questions of the moderator and student guests from Lansing area schools.

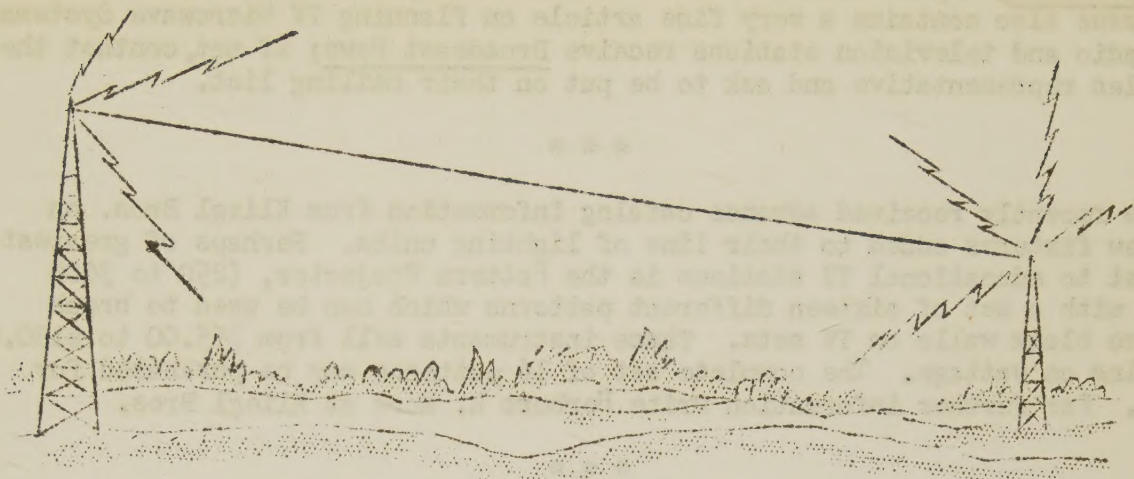
\*\*\*

The history of immigration into the United States in the last 100 years was traced January 3 and 17 on New York University's half-hour television program "University," presented over Station WATV. Dr. Thomas P. Robinson, assistant to the Dean and Instructor in history at NYU's University College of Arts and Science described the experiences of a "composite immigrant" to illustrate those of the Irish, Germans, Italians, and other groups who settled in this country.

\*\*\*

Home gardeners around Rutgers University who grow impatient for the warm days of spring can get relief for their itchy green thumbs by taking part in a new TV short course to be taught by faculty members from the University's College of Agriculture. The 13-week series presented over Station WATV, Newark, covers landscaping the home, small fruit growing, lawn care, vegetable and flower gardening, and ways of getting rid of plant diseases and insect pests.





### TV Technical Tips No. 17

by

Cecil S. Bidlack, NAEB TV Engineer

In an all day session in Chicago, January 7, the NAEB Engineering Committee met with all members present. Those attending were Chairman Menzer, Higgy, Kratt, Ketcham, Holmberg and Brugger. Executive Director Harry J. Skornia, JCET Consultant Cyril M. Braum and the writer also attended. As a result of this meeting several specific recommendations are being made to the NAEB Board.

Considerable time was spent putting into final form the proposed tape recorder tests which should be helpful in raising the quality of tape recordings submitted to the Network. Network Headquarters equipment and its maintenance were also discussed and recommendations made. The matter of high fidelity music tapes also was before the Committee for consideration.

Engineering workshops and seminars were reviewed and the Committee is recommending a course of action to the NAEB board.

Many other items on the agenda were discussed which will be helpful to technical personnel of educational radio and television stations.

\* \* \*

William Ragsdale has been appointed Chief Engineer of WFSU-FM at the Florida State University at Tallahassee. He began his new duties January 1. Mr. Ragsdale will also be in charge of audio equipment for all television film production.

Mr. Ragsdale has been associated with stations WTAL and WCTV and as a result of this experience brings a wealth of practical know-how to the University. It is hoped that because of his television program production experience, Florida State University will be able to increase the scope of its radio and television offerings.

\* \* \*

WQED, Pittsburgh, America's first community Educational Television Station, has been given a very comprehensive treatment in the latest issue (No. 86) of



Broadcast News, a publication of the Broadcast Equipment Sales Department of RCA. This issue also contains a very fine article on Planning TV Microwave Systems. Most radio and television stations receive Broadcast News; if not, contact the RCA sales representative and ask to be put on their mailing list.

\* \* \*

We recently received advance catalog information from Kliegl Bros. on five new fixtures added to their line of lighting units. Perhaps of greatest interest to educational TV stations is the Pattern Projector, (250 to 3000 watts) with a set of sixteen different patterns which can be used to break up those blank walls on TV sets. These instruments sell from \$55.00 to \$130.00 depending on wattage. The complete set of 16 patterns may be purchased for \$24.00. For further information write Herbert R. More at Kliegl Bros.

\* \* \*

The "Multitape" Duplicating Equipment at Network Headquarters has now been modified so that all channels record a full width track on the tape. Work is continuing to improve the technical quality of network tapes and it is hoped that soon we may report the equipment delivering the maximum in frequency response with a minimum of wow, flutter, noise and distortion.

Glenn Blackburn's crew in the "back room" has begun a program of close inspection of Network tapes returned. It would make a distinct improvement in Network quality if NAEB tapes would not be rewound before being returned. This will eliminate much of the variation in tightness of wind observed by an inspection of incoming tapes and will enable us to do a better job of duplication. One of the shortcomings of our duplication equipment is that supply reel tension is a function of gravity, the amount of tape and radius of the tape unrolling from the reel. Consequently, when tape is wound with widely varying tension on the supply reels we have some difficulty which can only be overcome by a major modification of the equipment. This unevenness of wind results in wow in music especially at the start of programs because we duplicate programs backwards so that we don't have to go through the time consuming job of rewinding more than 700 tapes per week after duplication. Psychologically this is bad because many people who listen to the beginning of the program may not stay with us to the end where we do a better job as far as wow is concerned.

\* \* \*

FCC's Technical Research Division recently revised its T.R.R. Report No. 24.15 on "Present Knowledge of Propagation in VHF and UHF TV Bands." You may obtain a copy by writing to FCC Technical Research Division, Room 7358, New Post Office Building, Washington 25, D. C.

#### SWAP SHOP ITEM

Clement E. LaFond of WKNO, the Memphis Community Television Station, writes that they have one DuMont TA-512 Iconoscope Film Camera chain for sale. He states that this chain has been used but was in good operating condition when removed from service. He believes that this is an excellent buy at the low price they have set. Write direct if you are interested in its purchase.







